

Application Template

Application Section I: Community Connectors Program Description

1. The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.

The Ottawa County Mentoring Project will support mentoring activities for at-risk middle and high school students in all six Ottawa County school districts: Port Clinton City (PCC), Benton Carroll Salem Local (BCS), Danbury Local, Genoa Area Local, Woodmore Local, and Put-in-Bay. Two school districts have existing mentor programs that will expand service to more students: BCS is in its second pilot year and PCC is in its first pilot year. Building on the success and lessons learned in the pilot phase, the remaining four Ottawa County school districts will launch new programs: Danbury, Genoa, Woodmore, and Put-in-Bay. Danbury, Genoa, and Woodmore will identify their first cohort of mentees by school-based referrals of at-risk students in the two lowest middle school grades and then expand to additional grade levels each year until reaching capacity. The fourth school district launching a new school-based mentoring program, Put-in-Bay serves fewer than 5 students per grade, so mentor matches across grades 5-12 could be supported in Y1. BCS and PCC will continue to serve existing mentoring pairs and will extend services to more students with a specific focus on the districts' lowest two middle school grades in the upcoming school year. The exception to this strategic, grade-based expansion plan is a referral from the Juvenile Court, the second point of entry into the program. Students referred through the court, will be offered priority placement, regardless of their grade. See Table 1 for details regarding current and planned mentoring activity by grade over the three year grant period.

Table 1. Ottawa County Mentoring Project, 3 Year Expansion Plan by District

District	Current Activities	Middle Grade Split	3 Year Plan
Carroll Salem	Serving Students in Grades 4-12	Oak Harbor Middle School (4-8)	Y1: Existing Matches, 4, 5 Y2: Existing Matches, 4, 5, 6 Y3: Existing Matches, 4, 5, 6, 7
Danbury Local	None, New Program	Danbury Middle School (5-8)	Y1: 5, 6 Y2: 5, 6, 7 Y3: 5, 6, 7, 8
Genoa Area Local	None, New Program	Genoa Middle School (6-8)	Y1: 6, 7 Y2: 6, 7, 8 Y3: 6, 7, 8, 9
Port Clinton City	Serving Students in Grades 6	Port Clinton Middle School (6-8)	Y1: Existing Matches, 6, 7 Y2: Existing Matches, 6, 7, 8 Y3: Existing Matches, 6, 7, 8, 9
Put-in-Bay	None, New Supports	PreK-12 building (junior high 7-8)	Not specified- school wide.
Woodmore	None, New Program	K-8 building (Middle School 7-8)	Y1: 5, 6 Y2: 5, 6, 7 Y3: 5, 6, 7, 8

2. Provide the number of youth in each grade level and at each school your program proposes to serve. See Table 2 for the projected number of students in each grade level over the three year grant period based on the aim to serve 15% of students per grade at BCS, Danbury, Woodmore and Genoa and 20% of students enrolled at PCC, reflective of greater need in this district. Availability of mentorship slots will be contingent on the success of volunteer recruitment efforts with priority given to court-referred youth.

Table 2. Ottawa County Mentoring Project, 3 Year Enrollment Goals by District

	Ave Daily Enr.	% Eco Dis	Est. Enr. Per Grade	% per grade*	Y1 6, 7	Y2 6, 7, 8	Y3 6, 7, 8, 9
Port Clinton City	1705	46.5%	134	27 (20%)	54	81	108
Benton Carroll Salem Local	1611	34.0%	124	19 (15%)	38	57	76
Danbury Local	541	39.7%	44	7 (15%)	14	21	28
Genoa Area Local	1426	34.8%	108	16 (15%)	32	48	64
Woodmore Local Schools	1049	27.9%	80	12 (15%)	24	36	48
Put-in-Bay	62	NR	---	---	---	---	---
TOTAL	6394	36.7%	490	81 students	162 students	243 students	324 students

3. Select one: Which of the following best describes the proposed project? Select one.

- A. Totally new program developed by this organization
- B. Replication of an existing model in use by others
- Please provide the name of this model.
- C. Expansion of an existing program within the applicant organization
- D. Extension of an existing program to a new setting

4. Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

The goal of the Ottawa County Mentoring Project is to engage Ottawa County students and their mentors in school-based mentoring that will empower students to realize their personal potential, offer a meaningful opportunity for the mentor to give back to the community, and, ultimately, increase community connectedness.

Community Need. In a recent NY Times article, Dr. Robert Putnam cited Port Clinton in Ottawa County as an example of the “crumbling American Dream,” a national trend caused by a loss of connection and community support and a widening divide between the privileged and the poor. Across the nation class origin is an increasing predictor of life success as elements of social and economic background have sharply diverged such as parental involvement, social and civic engagement, and preparation for higher education. The economic environment has changed dramatically. This widening class gap nationally and among Port Clinton youth has implications for social mobility. Studying how America has changed, Putnam says, “We are going through a period where the lower third of kids in America are much worse off.” For example, in 1990, there were very few kids below the poverty level, today nearly 50% of Port Clinton students qualify for free and reduced lunch.

Our goal is to lessen these gaps and allow for all Ottawa County children to thrive regardless of their class origin. As defined Putnam’s work, the key to restore community connections is to develop and implement actionable ideas for civic renewal. Indeed, a recent study shows that the chances for upward mobility may be greatest among communities where the people are the most connected. Putman offers a solution: “We need to look at this as “our kids.”

Proposed Solution. United Way in Ottawa County worked with community partners to develop a cradle to career framework to ensure youth and families at every stage get the supports needed to succeed. This framework is allowing partners across the community to identify gaps in services, set

priorities and identify key resources in the community to build the needed social infrastructure. The need to restore social connectedness through meaningful mentoring has risen to the top as a key strategy to ensure there is a pipeline of education success for all of Ottawa County children, from Cradle to Career.

Identify that value of mentoring and noting that Ottawa County lacked existing national community-based mentoring programs (Big Brothers Big Sisters, Boys and Girls Club), Ottawa County community partners came together to launch the pilot of the Till Next Time (TNT) school-based mentoring program in two of six Ottawa County school districts: BCS, in fall 2013, and PCC in fall 2014. In the upcoming year we hope to expand the reach to support mentoring efforts in all six Ottawa County school districts by building on the success of the TNT mentoring program in-hand with a strategic plan that has been knit together in the past year with a combination of local and national experts. Accelerating and enhancing these plans, TNT was one of the six efforts nationally invited to partake in Duke's CASE Change Academy inaugural cohort led by renowned author and change expert, Dan Heath. Three members of the TNT team took part in the six month Academy the first half of 2014 to help us think carefully and systematically about expanding the program to PCC and beyond. Valuable insight gleaned from the CASE Academy experience included best-practice training techniques such as setting goals and holding each other accountable, facilitating events/activities for all matches to come together, creating a larger support network, and a research-based framework, Search Institute's Developmental Assets – 40 research-based framework and corresponding tools, after which to model and evaluate mentoring efforts. See Table 3 for a description of how the 40 Developmental Assets program will help students build the 5 CC principles of hope.

Evaluation and Continuous Improvement. The development of an multiple time-point outcome plan outcome plan that will allow us to measure and communicate success Mid-year and year-end evaluation of the both the mentor and the mentee will allow us make needed adjustments throughout the year.

Student Outcomes: We will assess student progress primarily by assessing growth in character/social emotional competencies and secondarily by assessing improvements in at-risk, referring factor.

Student Outcome 1: Building Principles of Hope: *The Devereux Students Strengths Assessment-Mini (DESSA-mini)* is a 8-item behavior rating scales accompanied by progress monitoring form that can be completed in less than 2 minutes and is used to screen for and monitor progress in the acquisition of social-emotional competencies. Parents will complete the assessment at the beginning of the year to gather baseline data and mentors will complete the assessment at the end of Q2 (mid-year) and at the end of Q4 (year-end). See Table 3 for the 8 DESSA social-emotional competencies and how these correspond to the Community Connectors five principles of hope building

Student Outcome 2: At-Risk/ School Success Outcomes: Progress on at-risk factors (reason for referral) will be tracked. However, this outcome is secondary to our primary focus of building social-emotional competencies. Guidance counselors will update referral sheets with Attendance, Behavior, Course Performance status at the end of each quarter and distribute the updated sheets to the mentors so they can be made aware of any changes in their students at-risk status. Results will be aggregated at both the district and program level for review by the Leadership Team and Advisory Team. A year-end program review will compare the student's previous school year total to the current school year.

Attendance.- number of days missed and number of days late. (Q1, Q2, Q3, Q4, Total)

Behavior- number of suspension or behavior referral occurrence (Q1, Q2, Q3, Q4, Total)

Course Performance- letter grade in reading and math. (Q1, Q2, Q3, Q4, Final Grade)

Mentor Outcomes: Research by Roffman, Reddy and Rhodes (2005)- identified two simple benchmarks against which mentoring programs can measure themselves to ensure that relationships will have positive effects: ***Duration.*** Because duration tends to imply strong relationships and programs, it may be the single

best benchmark of program effectiveness. Across several studies, longer durations have been associated with stronger effects. Although duration is probably the single best benchmark, research found that the **quality of a mentoring relationship** can predict positive outcomes above and beyond how long the relationship lasts.

- **Duration/ # of Maintained Mentor- Mentee Matches**
- **Relationship Quality:** Mentees will complete a survey about their perception of the mentor/mentee relationship at mid-year and at the end of the year to assess match effectiveness.
- **Satisfaction/ Opportunity Inventory-** Mentors will also be given the opportunity to report on their overall experience, satisfaction, and suggested changes on a quarterly basis.

Continuous Improvement. Multiple assessment points will allow for the mentors, Coordinators, Manager and Leader Team the opportunity to review data and respond with adjustments as needed.

5. Please describe the specific activities your program will conduct.

The Ottawa County Mentoring project includes a planning period and three activities: mentor recruitment and training, support successful mentor/mentee relationships, and continuous improvement efforts:

1. Planning Period: The planning period is critical to ensure that we build our capacity to do this work well by on-boarding new positions and developing materials and processes to support this work. During this planning period, the Leadership Team will meet bi-weekly with the staff to accomplish the following goals:

1.1 Onboard Staff: CASA, with the support of the Leadership Team, will recruit, hire and train the staffing structure to execute this work: 1 FT Program Manager and 5 PT Site Coordinators will be needed to execute the plan. The FT Program Manager will oversee the PT District Coordinators, manage the budget, and work closely with the Leadership Team to ensure operational excellence. PT District Coordinators will support efforts at 6 of the 5 school districts (PCC, PCS, Genoa, Danbury, and Woodmore). The District Coordinators duties include training mentors, data entry, planning events, filing, recruiting, interviewing, community liaison, create student/mentor matches, and possibly implementing small group sessions (i.e. study tables/small interest groups). Put-in-Bay (the school on South Bass Island) will have full access to all components of the program and will implement the program as it fits their island culture. The Manager will attend the Search Institute Training-the-Trainer 3-day series in Minnesota and will lead training sessions to prepare the 5 Coordinators for their new roles. Put-in-Bay representatives will also be invited to attend these sessions along with all other sessions geared towards Coordinator support.

1.2 Complete Training Content and Training Calendar: Training content and training calendar will be finalized during the Planning Period. Training materials will be reviewed annually during this time same period to make needed improvements based on lessons learned and updated best-practice information.

1.3 Create Outreach Plan: An outreach plan will be created during the Planning Period. It is anticipated that all members of the Leadership Team and staff will execute the Outreach Plan based on their sphere of influence. For instance, the OCIC/BAC lead will disseminate mentor recruitment materials at local businesses and encourage business to consider sponsoring mentor-mentee events. The Chapel at the Lake lead will encourage members of the congregation to serve as mentors. A general Outreach Plan will also be executed with a specific target of reaching the rich resource of Ottawa County retirees.

1.4 Draft Calendar of Events for Families and Mentors: The Leadership Team and staff will also work towards a calendar of mentor/ family events and family resource nights during the Planning Period. Although each site calendar will evolve over the year based on in-kind contributions (tickets to sporting events), and will vary by site, (such as the case of the parent resource nights held at schools), beginning this process during the Planning Period will set the precedence and allows the group to begin to solicit in-kind contributions early.

2. Mentor Recruitment and Training: Recruiting a quality pool of mentors and ensuring mentors are prepared is the key to the success of the mentor/mentee relationship.

2.1 Recruit Mentors. The outreach plan will be executed to recruit mentors through many avenues such as: advertising, public speaking engagements, local businesses and churches. Specific outreach milestones will be determined during the Planning Period with the goal to recruit 170 eligible volunteers by early-August.

2.2 Train Mentors. The first wave of member orientations will take place in August 2015. Depending on the success of recruitment efforts, additional new mentor orientations will be scheduled throughout the year with 1:1 orientation possible in instances that onboarding is outside of the orientation window. Ongoing mentor support trainings will be available on a monthly basis. The mentor volunteer agreement will specify that in addition to the mandatory orientation, mentors are expected to participate in at least two additional supportive workshops during each school year. Specific mentor training content, materials and training calendar will be finalized during the Planning Period.

3 Support Successful Mentor/Mentee Relationships

3.1 Students Identification. High-risk students are identified by the court system for juvenile offenses and school administrators using local data including three ABC dropout indicators. The school official will talk with teachers and look over school records to choose their students who are most in need. Coordinators will meet with designated school officials (i.e. guidance counselor, principal) to discuss the list of identified student specifically as it relates to prioritizing students in the instance that the number of identified students exceeds the availability of mentor slots. The second component for identification is court referrals. When students are placed on Diversion or Probation, their case officer relays the student and family information on to our mentor coordinators. These students are ranked highest on the list.

3.2 Parent Orientation. Coordinators will meet with parents to explain the program, ask for parental consent, and ask for parents to complete the DESSA-mini, which will serve as the baseline data for student's social-emotional competencies.

3.3 Calendar of Engagement Opportunities. Coordinators will lead efforts to plan district-specific enriching activities for mentor, mentees and families to mingle during the school year and in the summer.

4. Voice of Mentors/Mentees and Data Drive Continuous Improvement: Built-in program evaluation plans include goals to continually throughout the year that will be used improve supports to ensure successful mentor/mentee relationships.

4.1. Formative and Summative Outcome Measurement Plan: # of Mentor Matches, Social-Emotional Competencies (baseline, mid-year, end of year), At-Risk Factor (quarterly), Relationship Quality (mid-year, end of year)

4.2. Referral Form as a Tool for Data Dissemination: Referral Form will be used as a tool to share student information and student progress with mentors. Referral forms will be updated with data throughout the year and shared with mentors.

4.3. Review of Reports. Leadership Team meetings, staff team meetings, and mentor meetings will include reviews of the summative report with discussion with possible adjustments.

6. Discuss how the program will utilize [best practices](#) to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

The Ottawa County Mentoring Project has been carefully crafted around best-practices to ensure a sound program design, smooth implementation, and commitment to continuous improvement efforts.

At-Risk Student Identification: Early Warning Systems: High- risk students will be identified by the court system for juvenile offenses (placed on diversion or probation) and school administrators using local data including three high risk indicators known as the ABC's: 1, A) chronic Absenteeism/tardiness; B) poor Behavior; C) Course performance, not meeting proficiency levels on Reading and Math courses demonstrated by a C or lower. Research findings from the National Dropout Prevention Network shows that a student who exhibits even one of these indicators as early as sixth grade has a 75 percent chance of dropping out.

Mentoring Program Best Practices: The Elements of Effective Practice for Mentoring™, Third Edition/ Elements of Effective Practice™ Toolkit. In addition to the use of data to identify and track student need and an integrating data-driven direct student supports into the school structure, we also looked to research and successful national service models to define additional characteristics of the success programs. The Ottawa County Mentoring Project will use *The Elements of Effective Practice for Mentoring™* as a guide. *The Elements of Effective Practice for Mentoring™*, brings together the nation's foremost authorities on mentoring. This publication includes six evidence-based standards addressing mentor and mentee recruitment; screening; training; matching; monitoring and support; and closure. Each standard offers benchmarks for day-to-day operations, and they are applicable in stand-alone mentoring programs, as well as programs where mentoring is one component. Each standard also offers program enhancements, based on the experience of outstanding mentoring practitioners. Especially helpful for the planning period will be the *How to Build a Successful Mentoring Program Using The Elements of Effective Practice for Mentoring™*; a comprehensive toolkit, with tools, templates and advice for implementing and adhering to the second edition of the Elements — rigorous guidelines that, when followed, will help to ensure quality mentoring. The tool kit contains all the materials and information needed to start or maintain a quality mentoring program.

Research-Based, Positive Behavior Youth Development Framework: What makes this mentor model unique is the focus on building young people's strengths, rather than emphasizing deficiencies. The mentor training and philosophy will be guided by the research grounded positive youth development framework, *The Search Institute's 40 Developmental Assets*. In hand with this framework, the ***DESSA***-mini is an 8-item assessment of the acquisition of social-emotional competencies (as opposed to methods that identify the presence of negative attributes).

The Search Institute, 40 Developmental Assets. The Search Institute has identified a framework of healthy development—known as Developmental Assets—that help young children grow up healthy, caring, and responsible. The 40 Developmental Assets Framework identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. The Developmental Assets framework and approach to youth development is the most frequently cited and widely utilized in the world, creating what Stanford University's William Damon described as a “sea change” in adolescent development. Data collected from Search Institute surveys of more than 4 million children and youth from all backgrounds and situations has consistently demonstrated that the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society. The program trainings will be shaped around the Developmental Assets and supportive Developmental Assets tools will be made available at the school-sites.

The ***Devereux Students Strengths Assessment-Mini (DESSA-mini)*** is 8-item behavior rating scales accompanied by an ongoing progress monitoring form that can be used to screen for and monitor progress in

the acquisition of social-emotional competencies. The DESSA-mini can be completed by teachers or staff at schools and child-serving agencies, including after-school, social service, and mental health programs with high reliability. Items are strength based and are comprised of items taken from the various scales found on the **DESSA-mini**. The DESSA-mini provides a single score, the Social-Emotional Total (SET) score, which provides an indication of the strength of the child’s social-emotional competence. The **DESSA-mini** is available in both paper and web-based formats. The **DESSA –mini** will be used as the primary assessment of student progress. While at-risk identification factor will also be tracked, the program’s positive youth development philosophy will be communicated to the mentors and further supported by training. This focus on a student’s social and emotional competencies will channel a dialogue of growth rather than inadequacy. See Table 3 for The Search Institute Framework and the DESSA-mini will support the efforts to develop the Five Principles of Hope.

Table 3. Ottawa County Mentoring Research-Based Program Components

Goal	Mentor Program Framework	Evaluation
Community Connector’s 5 Principles of Building Home	The Search Institute’s 40 Developmental Assets 7 Areas:	8 DESSA Competencies
Setting Goals to be Prepared for 21 st Century Careers	Commitment to Learning	Goal-Directed Behavior Self-Awareness
Building Character	Social Competencies Positive Values Boundaries and Expectations Empowerment	Social-Awareness Decision Making Personal Responsibility Relationship Skills
Developing Pathways to Achievement (decision making and critical thinking)	Constructive Use of Time	Self-Management
Building a sense of resiliency	Support	Optimistic Thinking
Believing in Positive Futures	Positive Identity	Optimistic Thinking

7. Describe your organization’s previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

Ottawa County community partners came together to launch the Till Next Time (TNT) school-based mentoring program in BSC, in fall 2013, and PCC in fall 2014. The TNT mentoring program pilot targets middle school students so they are supported as they prepared for high school, graduation, and life. Mentors, recruited from a deep pool of volunteers across the community population, serve as positive role models, set goals, and meet with their student weekly in the school setting, during the school day or after school. In the two year of operation, 62 mentors were recruited and matched with mentees. Study tables and small interest groups were formed and attended by students. Mentor and Mentee satisfaction surveys were used to evaluate the program. The program is well received by both adults and students in the first year of operation. Pilot Success Story: A student was struggling in school and with discipline issues. After a year and a half in the program, the student’s discipline issues faded and he has now graduated. He still keeps in contact with his mentor but is also pursuing a technical degree for General Motors.

8. What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?

The timing could not be better to launch this County-wide mentoring effort. This work was born out of the community's response to Dr. Robert Putnam's work that put a national spotlight on the unraveling social fabric in Port Clinton. Ottawa County has a generous and engaged community that responded with eagerness to develop a solution to ensure a healthy and vital community for years to come. Putnam has had ongoing conversation with Chris Galvin, a member of the Leadership Team, and has publically supported Galvin. He said in direct response to a question about how to effect change: "The way you are thinking about the problem is exactly right. I promise you if you have ideas I will talk to President Obama about Port Clinton...Let's not leave this in Washington. You, Chris, know more about how to fix this than Barack Obama or me." Putnam's latest book, *Our Kids: The American Dream in Crisis*, scheduled for release by Simon and Schuster on or around March 10, 2015. This release is expected to once again, shine the light on our community- and our community is ready to respond with action!

Application Section II: Program Management

9. Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people. Bios should also include:

Christine Galvin, Area Director United Way in Ottawa County, United Way of Greater Toledo

Chris has been Director of United Way in Ottawa County since 1993. Before that she worked in adolescent behavioral healthcare. She has a history of working with organizations that serve young people and their families. In her role with United Way she has challenged her community to develop this mentoring program using best practices. She was one of a team of three that attended the CASE Academy at Duke University using the consultative assistance of Dan Heath and other members of the Academy to develop a clear roadmap for TNT Mentoring.

In her role with United Way as a funding partner of the project she will monitor and evaluate the program to see that it is meeting the goals of United Way to see that every child in Ottawa County graduates from high school with a plan for life. Mentoring has been identified by United Way as a key strategy to assure young people have caring role models who can help them achieve that life plan.

Connie Cornett, Executive Director, Ottawa County CASA

Connie has been the Executive Director of Ottawa County CASA for 5 years. Before that she was the Assistant Director with Ottawa County Department of Job and Family Services and has a history of working with "at-risk" children and families. Connie has a Bachelor of Education, Public Administration from the University of Toledo. Responsibilities for this grant will be management oversight, fiscal responsibility and coordination of the steering committee.

Kathryn Hott, Grant Coordinator for North Point Educational Service Center

Kathryn is retired after 31 years in education with her last position as Superintendent of Springfield Local Schools, Holland OH. During her time at Springfield, she served as an elementary principal, middle school principal, curriculum director, assistant superintendent and then superintendent. She wrote and was responsible for implementation of and Ohio Reads Grant, Straight A Grant and many volunteer programs that took place in all 6 of the schools. She was responsible for the program evaluation and presented results to fellow administrators and Board of Education. Kathryn is currently the Grant Coordinator for North Point ESC serving Ottawa, Huron, Erie and Sandusky school districts.

As a member of the leadership, Kathryn will serve as a representative for the Ottawa County Schools which will be served by the mentoring program. In addition, she will serve as the liaison for all six (6) Ottawa County Superintendents and North Point ESC. She will assist the program manager in any way needed to ensure the success of the program.

Raymond Jensen, Elder and Treasurer Chapel on the Lake

Ray has been a substitute teacher and mentor for the past two years. As a substitute teacher, Ray realized the need for helping children achieve success. At the same time he was mentoring a now 16 year old and saw firsthand the progress that can be made with a little TLC! He also found a mentor to help with his math. Ray is still working with him. He has made great progress. Ray has a strong desire to see children develop good

character and habits. Ray will represent Chapel on the Lake as part of the Leadership Team and a liaison between the program and the congregation to encourage mentor activities and support mentor program needs as they arise. Additional Chapel on the Lake congregation members will be recruited to contribute the character-building orientation session and supportive trainings.

Gaye L. Winterfield, Business and Workforce Development Manager

Gaye has a BA in journalism, a degree in Government studies and a paralegal certification. She has previous experience running programs, organizing projects. and administered grant programs. She worked as the Specialized Dockets coordinator for the Ottawa County Probate & Juvenile Court prior to taking the Business and Workforce Development Manager with the OCIC, which is the lead economic development organization in the county. Gaye’s passion is work with businesses and youth to be successful in Ottawa County. In order for businesses to succeed, a pool of educated and career ready potential employees is essential. Ottawa County Mentoring Project is foundational to building and maintaining that workforce. Gaye will recruit business partners to support this work with resources and employee volunteer programs.

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.

Table 4. Ottawa County 1-Year Timeline.

<p>04.2015-06.2015</p>	<p>Planning Period: Staff Hiring, Staff Training, Bi-Weekly Planning Meetings Order Supplies and Materials: educational materials (Search Institute materials), mentee experience diary/portfolios, computers, phones, t-shirts, ect. Student Identification: schools and court complete referral sheets/baseline Data</p>
<p>07.2015-09.2015</p>	<p>Mentor Recruitment: Ads, Fliers, Outreach, Interviews, Background Checks Mentor Training: New Mentor Onboarding: Orientation(August), Mentor Agreement Signed, Mentor Information Sheet Returning Mentor Refresher Class(August): Mentor Agreement Signed September Topic-Specific Workshop/ Followed by Mentor Social Ongoing Student Identification: schools and court complete referral sheets/baseline Data Mentor Placement: Staff will review mentor information and mentee referral sheet to make matches. Parent –Coordinator Orientation: Parental consent, Parents Complete Baseline Assessment: DESSA-mini Weekly 1:1 Mentoring Monthly Leadership Team Meetings Monthly Staff Team Meetings</p>
<p>010.2015-12.2015</p>	<p>Mentor Recruitment (if needed): Ads, Fliers, Outreach, Interviews, Background Checks Mentor Training: New Mentor Onboarding: Orientation(if needed- October), Mentor Agreement Signed, Mentor Information Sheet, Monthly Mentor Workshop/Followed by Mentor Social Evaluation: school staff update referral sheets with Q1 ABC data, mentors complete DESSA-mini Weekly 1:1 Mentoring Monthly Leadership Team Meetings Monthly Staff Team Meetings Family Support Sessions</p>
<p>01.2016-03.2016</p>	<p>Mentor Recruitment (if needed): Ads, Fliers, Outreach, Interviews, Background Checks Mentor Training: New Mentor Onboarding: Orientation(if needed- October), Mentor Agreement Signed, Mentor Information Sheet, Monthly Mentor Workshop/Followed by Mentor Social Evaluation: Guidance Counselor update referral sheets with Q1 ABC data, Mentors complete DESSA-mini Weekly 1:1 Mentoring Monthly Leadership Team Meetings Monthly Staff Team Meetings Family Support Sessions</p>

* Note: This timeline is cyclical except that the planning period will be used improve existing (as opposed to onboard positions and create)

11. Describe the implementation process for reaching the following milestones:

- a. **Screening:** All mentors must pass a BCI/FBI Background Check process and interview to determine interests, demeanor, and other factors that will help determine if they would be a good mentor candidate.

Onboarding/Orientation: The orientation is mandatory and will be a group setting or one-on-one setting depending on when in the school year they start the relationship. The content of mandatory orientation classes will be shaped during the planning period by the Leadership Team and staff using the best-practices outlined in The Elements of Effective Mentoring workbook and the Search Institute's Positive Youth Development Framework as a guide. The training manual will reflect these best-practices and be given to each mentor. Mentors will be asked to complete and sign a number of forms during the mentoring onboarding process including: volunteer agreement for the Mentoring Program, a volunteer for the respective school that they will mentor in, and a mentor match form to inform what type of student they would be best suited for.

Supporting: In addition to mandatory mentor/mentee training, mentor agreement will specify that all mentors must attend at least 2 training opportunities that will occur through the school year. The training calendar will be the product of the planning session, but some topics discussed included: mentor burnout, answering tough questions, encouraging goal setting, and the use of technology to connect to your mentee. Social hours will be scheduled following training sessions to facilitate a time for the mentors to connect and discuss their experiences as mentors, and learn from each other. The coordinator will also be accessible to the mentor for 1:1 support.

Monitoring: Mentors will sign-in in the school office and fill out monthly sheets summarizing their meeting dates with their student and offer a brief overview on how the sessions are going. The Coordinators will also review the relationship/experience forms completed by the mentors/mentees every 6 months to make sure the relationship is developing. There is also constant communication between the coordinators and the schools regarding ongoing monitoring activities.

- b. High- risk students are identified by the court system for juvenile offenses and school administrators using local data including three ABC dropout indicators. Designated School Officials will complete the referral form and meet with the coordinator to discuss the list of potential mentees. The second component for identification is court referrals. When students are placed on Diversion or Probation, their case officer relays the student and family information on to our mentor coordinators. These students are ranked highest on the list
- c. Families are approached by the school and followed up with additional information by the Coordinator. The coordinator will schedule a time for Parent Orientation which will allow the opportunity for the mentor to explain the program, ask the parents to complete the DESSA-mini and sign the consent form. The family is also invited to meet with the mentor before or any time that their student is in the program. A process of developing family support sessions as well as sessions dealing with the 40 Assets is one goal of that will be tackled during the Planning Period.
- d. District Coordinators will directly support the mentors, schools and families. The Program Manager will support Coordinators, ensure overall operation excellence, and ensure that the budget is adhered and that grant benchmarks are met. The Program Manager will answer to the Leadership Team- many have extensive experience managing grant-funded project from both a programmatic and fiscal perspective.
- e. This is a true community collaborate effort. There is great support from the schools and the Leadership Team.

12. Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc. Complete the Roles and Responsibilities worksheet attachment. Attached.

Application Section III: Evaluation Plan

13. The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:

Although data collection will be managed independently by District Coordinators, District Coordinators will execute a shared protocol for collecting data:

a. Mentor contact hours and number of students served will be tracked by a sign-in/sign-out log in the school offices. Mentors will also be asked to complete a monthly mentor sheet to track their mentor-mentee activities. District Coordinators will aggregate local mentor-mentee activities into monthly reports to send to the Program Manager to review and compile into quarterly program reports for review by the Leadership Team.

b. Student data will be updated at several time points in the year to measure progress of the program:

The DESSA-mini will be completed by a parent during the Parent Orientation (baseline data) and mentors twice a year (at the end of Q2/mid-year) and end of the school year/year-end). Recognizing that not all mentee-mentor matches will start at the beginning of the school year, match date will be considered in the review of DESSA data. Coordinators will review assessment with Mentors and will review with the Program Manager every quarter.

Student At-risk Factors, the ABCs: School staff will complete the referral sheets with Attendance, Behavior, Course Performance status at the end of each quarter. Results will be aggregated at the district and county-level to report change and updated referral sheets will be distributed to the mentors so they can be made aware of any change in the students' at-risk status.

c. Success will be measured by positive mentor-mentee relationships as reported by the surveys, mentee growth in social-emotional competencies, and mentee improvement in at-risk referring factors.

d. The data sharing agreement will be a new part of the consent form this year. It is possible that a few parents may be hesitant to sign the data sharing consent form due to security concerns. During the Parent Orientation, Coordinators will explain how the data will be used to help their student and the safeguards in place to protect the student information to help allay security concerns.

14. Applicants are to complete the program model. Attached.

Application Section IV: Sustainability

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

As the focus program for the county, United Way in Ottawa County's fundraising efforts, the Ottawa County Mentoring Project will be an important talking point and focus of future campaigns. Funds from Community Connectors would provide the needed resources to launch this county-wide effort and would be highlighted as part of United Way's campaign to leverage additional dollar to meet the funding needs as we look to continue to support mentoring relationships and expand this program up to grade 12. In addition to United Way's fundraising efforts, the Leadership Team organizations are also committed to securing the resources need to ensure the sustainability and growth of the program. The OCIC, as part of their commitment and contribution to this project have committed staff time to solicit additional business partners to support mentoring work. In addition, Chapel on the Lake intends to secure resources through congregational recruitment and asks as needs arise.

Application Section V: Program Budget

16. Complete the budget form attachment and justify each of the budget items by creating a budget justification. Attached.

By clicking this box, I (Insert Name) __Bethanne Bower, Grant Officer_____ agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.